

ANNUAL REPORT
OF THE
Superintendent
OF THE
Ontario School for the Blind
BRANTFORD

FOR THE YEAR ENDED 31st OCTOBER

1920

(Being Appendix Y to the Report of the Minister
of Education for the year 1920)

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO



TORONTO:

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1921

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Main Building, Ontario School for the Blind.

ONTARIO SCHOOL FOR THE BLIND

ANNUAL REPORT OF THE SUPERINTENDENT

TO THE HONOURABLE R. H. GRANT, M.P.P.,
Minister of Education for Ontario.

SIR,—I have the honour to transmit herewith the Forty-ninth Annual Report of the Ontario School for the Blind, Brantford, for the year ended 31st October, 1920.

I have the honour to be,
Sir,
Your obedient servant,

W. B. RACE.
Superintendent.

Brantford, December, 1920.

The Attendance

In presenting the Forty-ninth Annual Report of the Ontario School for the Blind, I beg to report the average attendance for the session which ended June, 1920, as 108, and a slight decrease in the total registration for the school session commencing September 22nd, 1920, from 110 to 106. The registration of pupils for the twelve months of the official year from October 31st, 1919, to October 31st, 1920, was 136, just eight more than in the preceding year.

There is very little variation in the attendance from year to year, and although a large number of new pupils are being admitted in the September term, a greater proportion than usual of older pupils have been withdrawing owing to the ease of obtaining employment. If a period of industrial depression should set in there will be less inclination to leave the school until a more thorough grasp has been obtained of the work in the Literary and Music Departments.

Blind Children Not Attending

That there are many blind children in the province who are not attending our school for one reason or another is quite evident, and several reasons may be given by way of explanation. There are some to whom the existence of the school is not known, and others, to whom its existence is well known, hesitate and even refuse to send their children owing to their reluctance to be separated from them. An appeal was made a few years ago to the Public School Inspectors, and elicited from many of them the reply that as far as they knew there were no blind children in their inspectorates, and yet from many of these counties applications came in

later in behalf of children who had been blind for several years. If the inspectors could co-operate with us by making enquiries from all school children through their teachers, I feel confident that the whole province would be thoroughly and effectively combed.

Changes in Staff

Miss Edith Harrington, Music Teacher for a period of years, resigned in August to get married, and her place has been filled by the appointment of Miss E. Jean Howell. Miss Harrington was a faithful and efficient teacher whose resignation was accepted with genuine regret, but we were fortunate in obtaining the services of an experienced teacher in Miss Howell, who has for the past twelve years been a teacher in the Pittsburg School for the Blind, although a Canadian and resident of Brantford.

Miss Mary Gilbert, the very efficient Girls' Nurse for many years, was taken down with pneumonia in February, and succumbed, after a very brief illness, in the school hospital. Her position has been filled by the appointment of Miss Sarah E. Scholefield, who has had several years' experience in a similar capacity at Port Simpson in the far West.

Mr. Paul Greenwood, for two years Boys' Supervisor, was succeeded by Mr. H. B. Tindall, of Toronto, who has had experience with boys which should make his services valuable here.

New Pupils at the opening of the Session, September 22nd, 1920

Name.	Address.	Name.	Address.
Barnstable, David A.	Winnipeg, Man.	Mellick, Verna L.	Rapid City, Man.
Baxter, Harold.	Wetaskiwin, Alta.	Mollord, Robert L.	Stonewall, Man.
Clarke, Frederick A.	Toronto, Ont.	Philpott, Alfred E.	Brockville, Ont.
Dell, Pearl	Edmonton, Alta.	Sadeski, Mary	Souris, Man.
Duciaume, Francina	Rockland, Ont.	Scherger, Christian	Leader, Sask.
Duggan, Basil	Toronto, Ont.	Shotbolt, Kate	Sturgeon Creek, Man.
Edmondson, Murray S.	Moose Jaw, Sask.	Smith, Audrey S.	Collins Bay, Ont.
Fox, Marjorie I.	Oshawa, Ont.	Taylor, Mabel	Edmonton, Alta.
Gilby, Norman	Purbrook, Ont.	Truscott, Ruth	Battleford, Sask.
Groom, William H.	London, Ont.	Warren, George F.	Prince Albert, Ont.
Kingsley, Norah C.	Bridesville, B.C.	Watson, Myrtle	Vancouver, B.C.
Luckett, Stanley	Edmonton, Alta.		

Pupils Registered in Session 1919-20

Name.	Address.	Name.	Address.
Anthony, Gordon	Brampton.	Hackett, John	Toronto.
Bell, Stewart	Paisley.	Hartfield, Adolf	Lang, Sask.
Bellew, Clarence	Winter, Sask.	Hill, Archibald	North Bay.
Bettridge, Edward	Brampton.	Hill, Norman	St. Thomas.
Black, Fraser	Fort William.	Hutchinson, Fernie	Fernie, B.C.
Braden, Milton	Calabogie.	Jeffrey, Gordon	Beachburg.
Campbell, Charles	Toronto.	Joyce, Judson	Ottawa.
Carlson, Arthur	Victoria Harbor.	Konopski, Albin	Valley River, Man.
Carscallen, Archibald	Tamworth.	Kozlowski, Joseph	Winnipeg, Man.
Conway, Ernest	Hough Lake.	Lott, Ernest	Wingham.
Craig, Leslie	Petrel, Man.	Macalister, Donald	Macalister, B.C.
Culver, John	Todmorden.	Macbeth, Stanley	Toronto.
Davidson, Thorstein	Caspaco, B.C.	Makey, Lawrence	Tilbury.
Dobbin, Bert	Toronto.	Martin, Joseph	Winnipeg, Man.
Duncan, Terence	Toronto.	McIvor, Donald	Goderich.
Elmes, Alfred	Toronto.	McDonald, James	Clover Bar, Alta.
French, Clayton	Anglia, Sask.	McLennan, John	Toronto.
Gash, James	Vanconver, B.C.	MacLaren, Frederick	Merrickville.
Grausdin, John	Lettonia, Man.	Metcalfe, William	Toronto.
Green, Edward	Dunnville.	Miscampbell, Lester	Angus.
Green, Harold	Elmwood, Man.	Mulholland, Thomas	Toronto.

Pupils Registered in Session 1919-20—Continued

Name.	Address.	Name.	Address.
Murray, Anelle.....	Goderich.	DeCarlonis, A.....	Peterboro'.
Niece, Robert.....	Lowbanks.	Dupuis, Agnes.....	Brantford.
O'Brien, William.....	Peterboro'.	Edwards, Mary.....	Toronto.
O'Neill, Mary.....	Ottawa.	Fells, Rose.....	Winnipeg, Man.
Parfitt, Allan.....	Toronto.	Fuson, Dora.....	Winnipeg, Man.
Patrick, George.....	London.	Gascoigne, Marjorie....	Hamilton.
Pennell, William.....	Allsaw.	Gill, Grace.....	Toronto.
Petrie, Aloysius.....	Hamilton.	Grey, Muriel.....	Winnipeg, Man.
Philpott, Frederick....	Brockville.	Grills, Iva.....	Cane.
Philpott, John.....	Brockville.	Hilton, Lydia.....	Belleville.
Powell, James.....	Toronto.	Hyndman, Elsie.....	Norwich.
Richards, Laurie.....	Winnipeg, Man.	Joyce, Patricia.....	Stratheona, Alta.
Stoddart, Ernest.....	Copper Cliff.	Krauser, Rose.....	Winnipeg, Man.
Sydor, Mike.....	Winnipeg, Man.	Lammie, Greta.....	Hensall.
Sutherland, Joseph....	Vancouver, B.C.	McDonald, Christina...	Dunvegan.
Towner, John.....	Toronto.	McEwen, Geraldine....	Saskatoon, Sask.
Troughton, Robert....	Arthur.	MacGillivray, Agnes...	Listowel.
Tuttle, Russell.....	Toronto.	Miller, Susan.....	Gravenhurst.
Vance, D. Earl.....	Galt.	Mishnischodare, E.....	Manitowaning.
Vance, Frank.....	Saskatoon, Sask.	Nelson, Eva.....	Winnipeg, Man.
Webb, Harold.....	Barrie.	O'Neill, Mary.....	Ottawa.
Wilkinson, Charles....	Kingston.	Philpott, Emily.....	Brockville.
Young, Kenneth.....	Binbrook.	Reddick, Jessie.....	Toronto.
Bews, Anna.....	Bridgeburg.	Reginbal, May.....	Norwood Grove, Man.
Blckerton, Gladys....	Navan.	Sells, Katbryn.....	London.
Brown, Gladys.....	Simcoe.	Slay, Gladys.....	Sarnia.
Brunsdn, Alma.....	Brantford.	Smith, Effie.....	Brantford.
Clark, Jessie.....	North Bay.	Tolton, Edna.....	Guelph.
Clark, Lillian.....	Mt. Dennis.	Wagner, Rose.....	Brantford.
Clarke, Marguerite....	Toronto.	Waswanapi, Mary.....	Cochrane.
Collins, Mabel.....	Regina, Sask.	Welsh, Verna.....	Baldur.
Crawley, Daisy.....	Toronto.	West, Bessie.....	Brampton.
Dalton, Mary.....	Hamilton.	Wiggins, Clarice.....	Stratton.
Dawson, Christina....	Toronto.		

New Seats in Assembly Hall

The antiquated, unsightly and uncomfortable seats in the Assembly Hall have been replaced by comfortable opera chairs, and the effect is a decided improvement. A new maple floor was laid, and altogether the improvement in appearance and comfort is well worthy the expense involved.

June Concert

The concert at Christmas was not held owing to the prevalence of epidemics, but in June the pupils and teachers put forth a special effort to make up for the disappointment. The following report is taken from the *Brantford Expositor*:—

Class Graduates from the O.S.B.

PUPILS HEARD LAST EVENING IN PROGRAMME THAT WAS A FAREWELL FOR MANY OF THEM.

Another class of pupils from the Ontario School for the Blind left the safe refuge of the school to-day to take up their lives among what they themselves call "seeing people," equipped in the best way that it has been possible to direct them, as individuals, able to fill a place in spite of the handicap that is theirs. The closing concert was given last night at the school.

Principal Race introduced the pupils to the audience that is always large, and that last night was no exception. Most of those attending were of the opinion that it did not matter what the nature of the programme was; the real interest lay in the pupils, and in the way they did what was expected of them by their instructors, though they did many things not expected of them by the uninitiated outsider. Mr. Race has been making a point of training the pupils to make their way without the assistance of anyone on the platform and the surety with which the boys and girls moved about was a surprise.

Principal Race made no formal address. He spoke of the pupils who would not return and stated that some of the most successful boys and girls were not coming back. One of the girls, Miss Gladys Slay, who sang very sweetly last night, Mr. Race said, was going to Sarnia, where she had secured a position as a dictaphone stenographer in a large manufacturing office. Several of the pupils, he said, were experts in this work. Mr. Race referred briefly to the work done in the classes, that could not be exhibited. He spoke highly of the teachers' efforts and extended best wishes to the pupils leaving for their holidays and particularly to those who did not intend to return in September when the school re-opens.

As a variation to the usual musical programme, two drills were given by the junior pupils, one a pretty flower drill in which the little people were very much admired while expressions of pathetic interest were heard on every hand. The other drill was a patriotic exercise, "Saluting the Canadian Flag," very precisely done by pupils who were totally blind.

The work of the choral class was particularly enjoyed; they gave an opening number, "American Battle Hymn," two part songs unaccompanied, "Lassie of Mine," and "Since First I Saw Your Face," a selection from "The Holy City," "List the Cherubic Host," while the girls from the choral class sang two part songs, "Indian Slumber Song" and "The Fairy Pipers."

Master Jimmie McDonald, who led the boys and girls in the patriotic drill was very much admired for his manly bearing. Little Jimmie is about ten years old, and his home is in Edmonton. In 1915 he picked up something that looked very harmless, but which was a bomb. It exploded and the lad lost his right arm just below the elbow and both his eyes. The parts he had to recite were given excellently, as were the lines assigned to all in the drill, each one telling some reason why the flag of Canada should be revered.

Miss Kathryn Sells proved to be one of the most skilled and tasteful musicians among the music classes. She has a career ahead of her and a means of being both useful and accomplished, for she showed her skill at the organ, playing "Largo," by Handel; Lemaire and Bach's "Allegro from Sonata No. 1." Miss Sells also played the piano, giving Liszt's "Rhapsody" with considerable finish and being one in a four part serenade.

Another of the girls who was warmly encored was Miss Susan Miller. Miss Gladys Bickerton showed promise as a soloist, giving Sanderson's "Spring's Awakening" with considerable feeling, and Miss Gladys Slay also sang sweetly "Musetta's Waltz Song" from "La Boheme."

One of the numbers on the programme that made a special appeal was a serenade for the violin, viola, piano and organ in which Miss Greta Lammie, Miss Susan Miller and Miss Kathryn Sells took part, and a meditation by Bach and Gounod by the same artists with Mrs. Jex playing the cello.

Mr. William Metcalfe represented the portion of the school's musicians on the programme, giving a very well executed piano solo, Chopin's "Polonaise in A Flat."

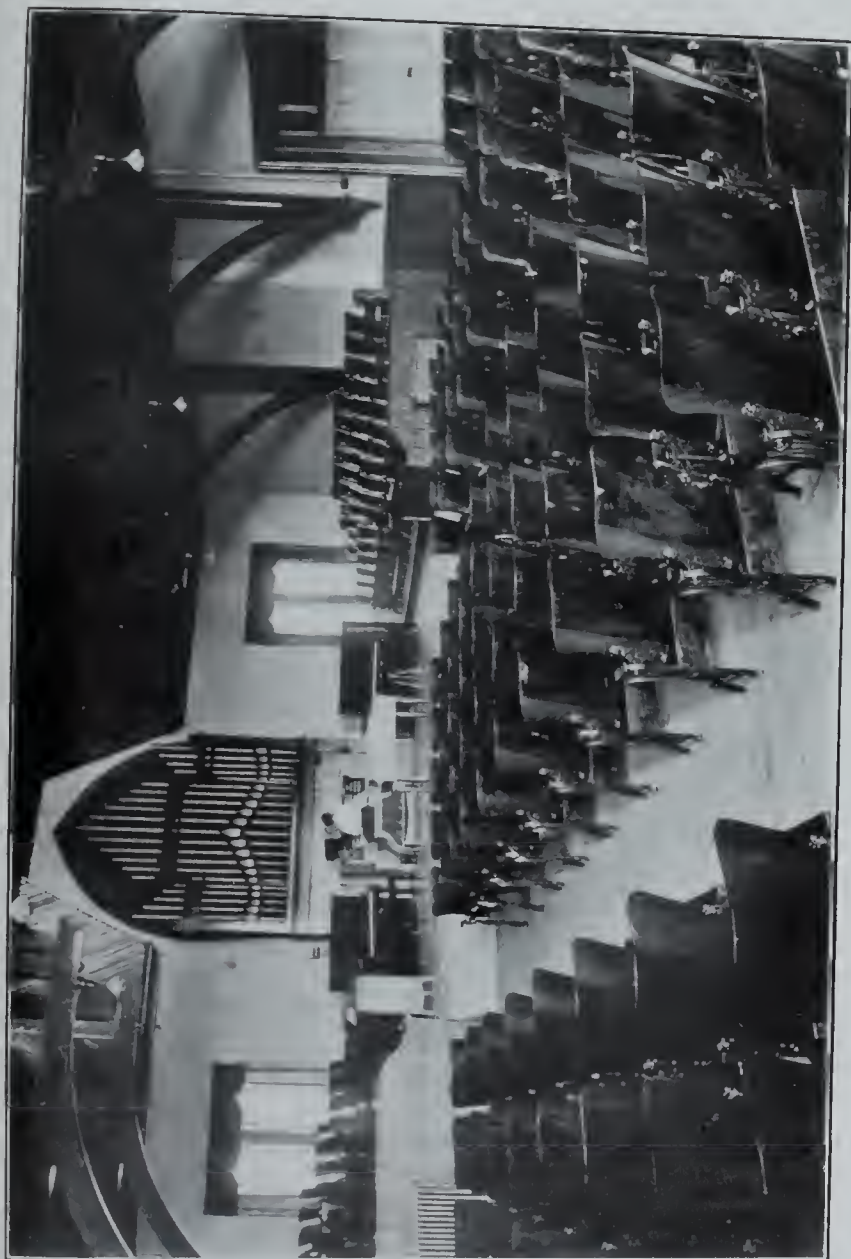
The other young ladies taking part in the programme who were enjoyed with equal zest were Miss Agnes MacGillivray, who sang with violin obligato, and Miss Geraldine McEwen, who played very well Tchaikowsky's "Paraphrase de Concert." The concert closed with a piano quartette, "Overture to William Tell," in which Agnes MacGillivray, Susan Miller, Mary O'Neil and Alma Brunnsden took part.

Mr. Jex was unable to be present.

Illness During the Winter

A reference to the report of our physician, Dr. Marquis, will show we had more than our usual share of illness during the past year. Three cases of scarlet fever developed which gave considerable anxiety, as these were the first on record in the school for over twenty years. Owing to the danger of the disease spreading through the school, the patients were removed to the City Isolation Hospital until their recovery was complete. There is reason to suspect that the disease was introduced into the school by means of a parcel sent from a home not free from the infection. There were also many cases of mumps and chickenpox, both of which were introduced into the school by pupils who were exposed to them at their homes during the Christmas vacation.

To prevent a recurrence of a similar epidemic in the future, and to render it unnecessary to keep all the pupils at the school during the Christmas holidays,



Assembly Hall.

a circular letter has been sent to the parents asking them to co-operate with the school officials by signing a certificate to the effect that their children had not suffered from, nor been exposed to, an infectious disease during the vacation, and that no pupil should be permitted to return to the school unless in the best of health.

The death of Miss Gilbert from pneumonia has already been referred to. Towards the end of the term in June a few cases of measles developed, but they were of such a mild type as not to cause any worry. Clarice Wiggins, a young girl from Stratton, in the Rainy River District, died in a convulsion after a very brief illness.

The Entrance Examination

The introduction of High School work into the school has had the desired effect of stimulating the efforts of the pupils in the senior Public School class. Seven were successful in passing the Entrance examination, and they are now proceeding with the more advanced work, while, at the same time, concentrating on piano-tuning and music.

Following are the names of the successful pupils:—

Verna Welsh, Alma Brunsden, Effie Smith, John McLennan, Frank Vance, Ernest Lott, Harold Webb.

The Boy Scouts' Movement

Mr. Tindall, the Boys' Supervisor, has interested the pupils in the Boy Scouts' Movement, and much interest is being manifested. It is good for the boys to try to do what seeing boys do, and they have thrown themselves into the work with a zest that is encouraging. Idleness is one of the things to be fought against, and the more the boys are occupied, the better it is for their well-being, both physical and mental.

A Visit from the Women's Music Club

The Women's Music Club of Brantford, under the leadership of Mrs. Leeming, paid a visit to the school during the winter, and gave a complete programme for the benefit of the pupils. This club has done much to develop and create an interest in music throughout the city, and it is gratifying to know that our school has been included in the series of programmes arranged. There are no greater lovers of music and keener critics than are to be found in our school.

Dramatic Recital

Rev. W. G. Martin, pastor of the Congregational Church, Brantford, delighted the pupils by reciting for them the story of Jean Valjean, and later the Christmas Carol. Mr. Martin's services have been in great demand, and his fame as a lecturer is growing. The pupils feel deeply grateful to him for his courtesy in enabling them to hear him in their own auditorium.

Classes in Sewing and Knitting

The work of the girls in the sewing and knitting classes has been creating greater interest of late on account of the privileges granted by the Sales Room in Toronto, operated by the National Institute for the Blind. Whereas the finished articles were formerly held in the school for display, and then sold after considerable delay, they are now sent to Toronto, where they find a ready sale, owing to the systematic handling of all work done by blind girls, not only in the school, but



The Girls' Dormitory.

throughout the province. This has resulted in more careful and painstaking work, and the cost to the school in supplying materials is greatly lessened, as the pupils buy their own supplies and make a profit from the sale of their own material and work.

The work in cooking is confined to a few of the older girls, owing to the lack of room in the present domestic science kitchen. It would be a decided improvement and a step in advance if this work could be enlarged by properly equipping a new domestic science room with all the latest appliances known in the art of teaching cooking, so that more emphasis could be laid upon this very necessary feature in a girl's training. I strongly recommend that this be done before the opening of another term, and will present a definite plan with this end in view, at the same time asking for the necessary appropriation in the estimates.

The New Braille

As the junior classes advance from one grade to the other, the proportion of pupils taking Braille Grade 1½ is increasing, and it has been found necessary to procure copies of the Ontario Readers to suit these classes. Fortunately, owing to the gradual transition from one system to the other, it is not difficult to keep pace with the demand, and to introduce also additional reading matter for use outside the class-room. Guides for writing have been obtained also, and the work differs in no respect from that of previous years, except that the system of point print is different. Many of the pupils take sufficient interest to learn both systems.

The Choral Class

Owing to the withdrawal of several of the older boys, the choral class, which has been such a marked success under the skilful guidance of Miss Killmaster, is not up to full strength for the coming year, and until the younger boys find their voices and get the necessary training, the work of the class will depend very largely upon the efforts of the girls. But this is to be expected in a school where graduating classes move out to take a place in the world and give way to others who undoubtedly will quite measure up to the high standard set by their predecessors.

Increasing Cost of Maintenance

A reference to the Bursar's report on expenditures will show an increase in the cost of maintenance per capita, but when it is considered that the cost of food-stuffs and fuel has made great advances during the past year, the increase is not to be wondered at. An increase in the salary schedule of teachers and employees to keep pace with the advance in salaries and wages throughout the province is also responsible for the greater sum of money expended. On the whole, however, the expenditures are within reasonable bounds, and compare most favourably with that of other institutions of the same kind.

Vaccination

Owing to the prevalence of smallpox in different districts of the province, Dr. Marquis advised that all pupils should be vaccinated who needed it. This caused very slight inconvenience and no discomfort worth mentioning, and is the proper safeguard suggested by the Health Authorities of Ontario.



A Room in the Boys' Dormitory.

Admittance of a few Returned Soldiers

At the request of the Department of Soldiers' Civil Re-establishment, two returned soldiers were admitted to take a brief course in piano-tuning at periods not to conflict with the work of the pupils in residence. After a few weeks' trial one of the young men dropped out to return to England, but the other one continued until the end of the term in June, and, according to the report of his instructor, he was diligent enough to leave the school well-equipped and proficient in the art of tuning pianos.

AIMS OF THE SCHOOL

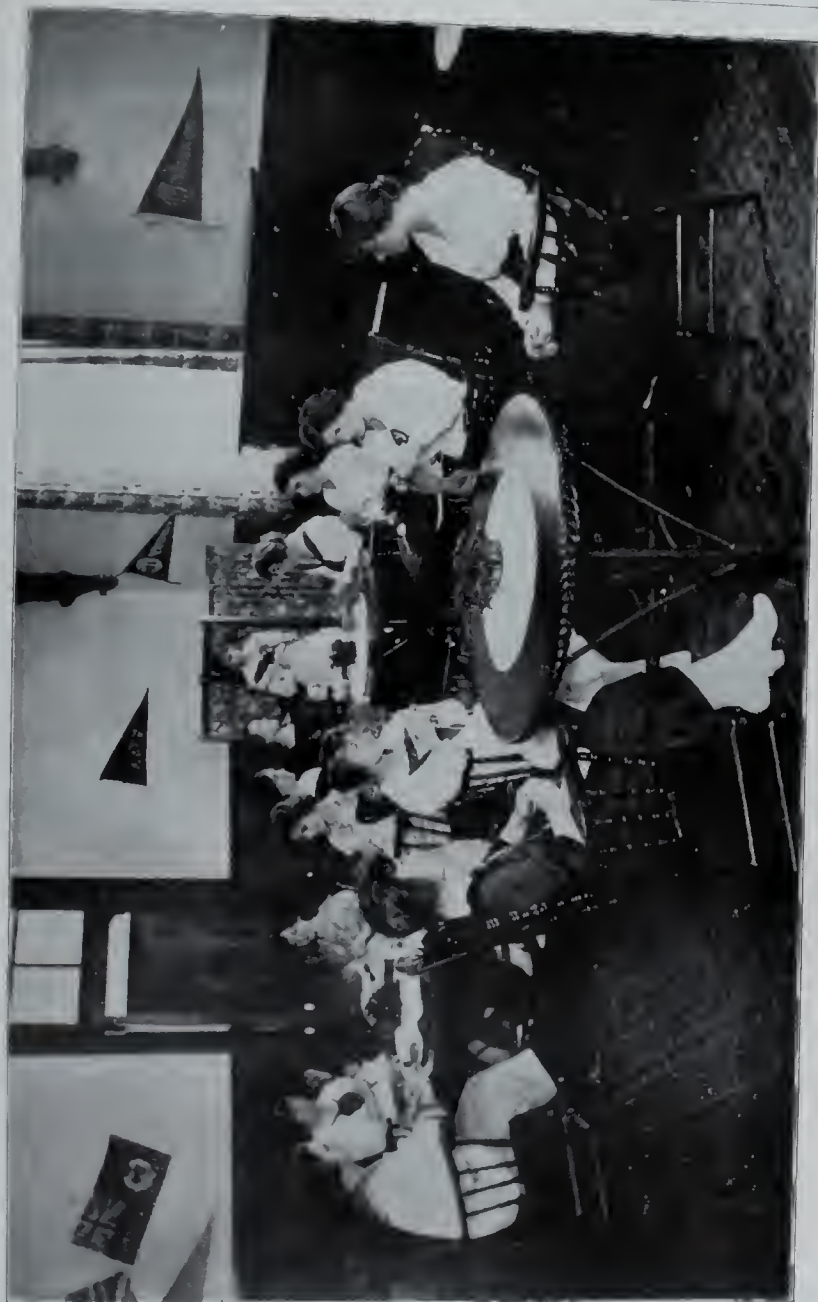
Frequently there are enquiries for a prospectus regarding the work of the school, the courses offered, and the rules and regulations governing the admission of pupils. To render it unnecessary to issue a booklet for that special purpose it might be well to state here what should be generally known by the parents of blind boys and girls, and by all throughout the province who take any interest in the education and training of the blind youth of our country. It seems unfortunate that there are still in Ontario many people who are in ignorance of the advantages offered blind children by their attendance here, and steps are being taken to canvass every county and municipality so thoroughly that hereafter ignorance cannot be pleaded as the excuse for the non-attendance of children. In many instances, of course, parents are loath to part with their children, and they take refuge from the School Attendance Act by placing them under the care of quacks of different kinds in the forlorn hope of trying to restore a sight which has already, in many instances, been pronounced irretrievably lost.

Where It Is—What It Is—What It Does

The Ontario School for the Blind was established in 1872, and formally opened in May of that year. The site overlooks the valley of the Grand River, and includes one hundred acres of valuable land. The opportunities afforded to the pupils and other residents of the school for healthful recreation are more than usually ample. No school for the blind in either Great Britain or the United States will compare with this one in that regard. The school is greatly favoured, too, by being within the limits of the City of Brantford, one of the most enterprising in the Province. The city cars pass along St. Paul's Avenue at the entrance to our beautiful park, and radial lines pass on either side in the direction of Paris and Galt. The interest taken by the churches in the welfare of the pupils, the frequent intellectual and musical entertainments to which the latter have access, and the healthful, moral and social conditions generally, all act most favourably on the lives and characters of the young people thus brought in contact with them.

The school was founded for the purpose of imparting general education, as well as instruction in some professional or industrial art to all blind youths of both sexes, between the ages of seven and twenty-one, not being deficient in intellect, and free from disease or physical infirmity. It is not intended as an asylum for the aged or infirm, nor as a hospital for the treatment of disease; but in its design has reference only to the physical, mental and moral training of blind children.

It is required that all pupils sent to the school should be decently and comfortably clothed, and furnished with a sufficient change and variety of apparel to ensure cleanness and comfort. A supply sufficient for the term must be furnished or guaranteed before the pupil can be admitted.



The Girls' Sitting-room.

The regular session commences on the fourth Wednesday in September, and continues until the third Wednesday in June, at which time every pupil must be removed to his or her home or place of abode. Guides are provided where necessary at the beginning and the end of the school term to look after the safety of children when they are travelling, but parents wishing to have their children with them at the Christmas vacation are expected to make all arrangements for the journey, both going and coming, and to guarantee that they will not be exposed to any contagious disease.

No fee is charged for tuition or board, but parents must pay all travelling expenses to and from the school.

Terms of Admission

The term "blind persons" is liberally interpreted to mean those who, by reason of actual blindness or impaired or defective vision, are incapable of receiving instruction in the Public Schools. As a matter of fact, about half the pupils have some perception of objects, and have come after trying unsuccessfully to wrestle with the ordinary work of a school for the seeing. In many cases pupils come whose eyesight is in a critical condition from the strain imposed upon it by endeavouring to keep up with seeing pupils.

Pupils are admitted between the ages of seven and twenty-one years, but the rule is flexible enough to be disregarded if in the opinion of the Principal an individual case warrants an exception being made. But pupils must be free from bodily infirmity or mental deficiency.

The Course of Instruction

The courses of study followed in the Ontario School for the Blind are exactly the same as in the Public Schools of the Province, with the single exception of art. Pupils enter, however, at such a variety of ages that our system must be flexible enough to adapt itself to circumstances. Those who have had a previous training in the first grades of the Public School are given a test and placed in the class for which they are best fitted. But the child of seven or eight years who is attending school for the first time will receive his first lessons in the Kindergarten class, where he will learn all the little handy arts taught in the public Kindergarten schools, such as weaving, sewing, plaiting, and modelling familiar objects in clay. Here he gets his first ideas of music in the Kindergarten songs. Then his physical powers are developed systematically by exercises in a well-warmed and well-ventilated gymnasium. He will devote a short time daily to learning arithmetic in its elementary stages, and also be taught to read. Arithmetic is rendered easy by the use of blocks or other objects, and the alphabet is mastered by the aid of embossed cards. In this way a clever child will, at the end of a session, surprise his friends by the progress, in reading by the touch small words or even sentences, he has made.

As the pupil progresses he will take up new subjects of study in each class. Among these geography, taught by the aid of raised sectional maps, will be one of the most interesting. On these maps our own Province, with its counties, lakes, rivers, railways, cities, towns, etc., is carefully studied. The Dominion, with all its political divisions and geographical features, is mastered. Great Britain, with its commercial centres and other characteristics, is made perfectly familiar to the young pupils: while the United States and the Continents of Europe, Asia, Africa



A Christmas Drill.

and America, are all handled in turn on the same principle. That geography can be most successfully taught objectively is admitted. Many are the envious looks cast by public school teachers at our maps.

Natural history is taught with the aid of stuffed birds, animals, reptiles and fishes. The laws of hygiene are thoroughly impressed upon the minds of the pupils, which naturally tends to the development and maintenance of a robust and vigorous physical condition.

Blind pupils will, in all essential particulars, hold their own with the highest class in the public schools, while it is probable that they will really have a more complete acquaintance with certain subjects than their seeing competitors, and if a student has higher literary aspirations with a distinctively practical object, he can prepare himself here by fully qualified teachers for University Matriculation.

Music

There is a mistaken impression that the blind are gifted with musical talents to a greater extent than the average of seeing persons. But, as a matter of fact, there is nothing in blindness to quicken musical perceptions. Music is, however, a study particularly adapted to the blind, provided that the pupil has an ear that may be trained, and a musical sense that may be developed and cultivated. Remarkable results are attained, too, from the concentration of the mind on the study, which is easier to a blind person than to a seeing one. Every pupil in the school who can be taught music to reasonable advantage has the opportunity. But to expect us to make an accomplished musician out of a pupil merely because he is blind is absurd. Pupils of our school have passed very creditably the difficult examinations of the Toronto Conservatory of Music and the University of Toronto. Many are reaping the reward, as organists and music teachers, of the instruction they received at our school. That instruction includes the pipe organ, piano, theory, violin, and vocal music, and where the accomplishment is not complete enough to enable the pupil to follow it as a vocation in life, it at least contributes to the pleasure and joy of life, and it is just as important to make people happy as to make them money earners, and music is a powerful agent to that end. Where without such qualifications a blind man or woman might spend a dreary life in listless idleness, he or she may in this way attain a social position many sighted ones will envy.

Blind pupils are taught music just as are seeing ones, by note and by practice. They play just as deftly and correctly as those who have the best vision. The notes are taught in the ordinary way. Then the exercises are dictated by the teacher to the pupil, who writes them in a cipher, consisting of raised dots made with a stylus on stout paper, and so arranged as to constitute the several musical signs. These are read by touch, and the pupil practising at the piano reads with the one hand while he practises with the other, right and left alternately, so that either hand in turn serves for the eyes, and the piece is committed to memory and played over until the teacher is satisfied it is played correctly. Examinations are held annually in both the literary and musical departments by gentlemen of the highest reputation in the respective professions, and the results are fully conveyed to the parents.

Typewriting

All well-organized Schools for the Blind make provision for instruction in the use of the typewriter. It supplies the pupils with a convenient means of correspondence very superior to the pencil and grooved card, and its use teaches



Boys in the Workshop.

accuracy and precision in writing and spelling. The use of the dictaphone renders it unnecessary for those who wish to become typists to depend upon shorthand notes, and several of our girls have become quite expert.

Piano-Tuning

Special attention is paid to piano-tuning, as this vocation is one in which the blind can always excel, and they compete with seeing tuners on equal terms. One can become an excellent tuner without becoming a thoroughly successful pianist, although it is always urged that those who wish to become tuners should become proficient players, for reasons that are obvious. There are altogether thirty-five pianos in the school, as well as an excellent pipe organ, and pupils are taught to understand the mechanism of the instruments. All the pianos used are repaired in the school, and the pupils have the benefit in this way of learning from their instructor much about the structure of the instrument and the execution of such repairs as a tuner is expected to undertake. Pupils graduating from the tuning department receive a complete outfit of tools and a certificate vouching for his qualifications. Many are filling remunerative positions throughout the province.

Manual Training

Under the supervision of an expert instructor the boys are given the same opportunity at manual training as is found in the Public and High Schools, and it is really remarkable how expert they become in the use of tools and in the construction of different articles of wood-work. Cane chair-seating, too, is soon learned, and many of the smaller boys take delight in exhibiting their skill in this respect in their own homes, where the work can be done with little inconvenience. Broom-making is also taught, and as brooms are a necessity in every household, lucrative employment has been found for those who select this form of handiwork. But even to those who do not, or are not likely to go permanently into a workshop, there comes such an insight into mechanical methods as may be useful to them in after life.

The Sewing Classes

Under the watchful supervision of a skilled and patient teacher, the girls, whether they choose to adopt music as their profession or not, must follow an outlined course of instruction in sewing. The faculty of passing spare moments delightfully, and of entertaining others with music, vocal or instrumental, is by no means to be depreciated. But the usefulness in the family circle will be complete if, in addition to a delightful accomplishment, the homelier ones of sewing, knitting, fancy-work, and cooking are available, and all these are obtainable by our pupils. Both hand and machine sewing are taught, and not only plain sewing, but every form of work for which the ingenuity of the inventor has supplied an "attachment" to the sewing machine.

Knitting and Fancy Work

The classes in knitting and fancy work afford a rather wider scope for earning money than does the former branch, however useful in a domestic sense the art of sewing may be. The girls buy their own wools, and, under the guidance of their teacher, they make knitted articles of every description, which find a ready sale. Many execute orders for friends, who are glad to pay a fair price for the articles. At the great exhibitions on this continent and in Great Britain, both our sewing and knitting room specimens of work have been most favourably commented on.



The Boys' Club-room.

The Cooking Class

This class is not designed for turning out what are known as professed cooks. To that distinction the most ambitious of our pupils does not aspire. But no one will deny that, as affecting the health and the comfort of the family, cookery takes a first place, and if the blind daughter can cook the dinner, set the table, and wash up the dishes while her sisters mind the store or teach in the school, and the mother performs her numerous matronly duties, the blind girl will be a treasure, and this is what we wish all our blind girls to be. At present the class is limited for want of space, and its operations have been somewhat curtailed in consequence. But steps have already been taken for the extension of this work, and greater results will be attained.

Physical Culture—Gymnasium

Given the most healthful surroundings, it is universally admitted that the blind youth needs something more. The robust exercises in which seeing youths indulge, and which go so far to develop the muscle and give a tone to the whole system, are almost altogether beyond the reach of the blind. The tendency of blindness is to limit physical exercise and to acquire a generally inactive habit. This manifests itself by a desire to sit down and pass away in idleness moments that could be used with profit to the health and physical development. A well-equipped gymnasium helps to overcome this, and this advantage in our school has a most marked beneficial result. Well warmed and ventilated, the gymnasium can be used at all seasons, and is a splendid place for recreation, even when not needed for systematic instruction. The classes assemble at fixed periods as part of the regular curriculum, and are put through their several exercises according to a perfectly scientific method. In addition to this there are opportunities for recreation out of doors. Slides and swings are provided for both boys and girls, and a running track with wires, to which rings are attached by ropes, enable the pupils to run as fast as their legs will carry them without fear of stumbling or getting off the beaten track.

Club Rooms

The boys' club room is fitted up with tables and comfortable chairs, to which they repair at stated times for such games as cards, dominoes, checkers, bagatelle, in all of which they take a great interest. The girls, too, have a sitting-room, in which they have a piano, and many happy moments are spent there after the classes for the day are over, and on holidays.

How the Day is Spent

A brief sketch of the daily life of the pupils will be interesting. The day begins with the ringing of the large bell at 6.30 a.m. That is the signal for everyone to be stirring. Pupils must rise, and, after dressing, make their own beds, although some of the smaller boys and girls are unequal to the task, and in the case of others, a certain amount of "tidying" is necessary. Breakfast is at 7.30, after which all pupils must take a morning walk over a prescribed route. At 8.30 the bell summons to the Assembly Hall. The attendance of all is obligatory on this occasion. The National Anthem is sung to the accompaniment of the pipe organ, after which necessary announcements are made by the Principal, and the news of the day in brief is given. The pupils always take a keen delight in this resumé of the morning paper, for it keeps them in close touch with current events.

and their information is quite up-to-date. A few records from the best artists are then placed on the victrola, or perhaps a selection is played on the player-piano, and the day is thus started with the melody of sweet music. The Roman Catholics then retire to a separate room, where a service is conducted by officials of their own communion. For the others, the services conducted by the Principal consist of hymn singing, Bible reading and prayers. At 9 o'clock the literary, musical, sewing and knitting classes commence, continuing, with an intermission of fifteen minutes, until a quarter to twelve. Dinner is at 12, and classes are resumed at 1.30, continuing until 3.30 or 4 o'clock, when nearly all are at liberty. Supper is at 5.30. At 7 o'clock the very young pupils go to bed, the older ones going to the Assembly Hall for evening reading from the best standard literature available. Letters are then read to the pupils or written for them, and the intermediate pupils retire to the dormitory at 8.30. The older pupils, who in the summer time walk about the grounds, or in the winter play games in their club-room, retire for the night at 9.30. On Saturday the younger boys and girls are taken for walks or down town to make purchases, and the older pupils are permitted to go out alone, those who have a slight degree of sight accompanying the totally blind. On Sunday, after the opening prayers, the pupils attend Sunday School classes for an hour in the school, after which everybody goes to church, old and young, under the care of their teachers, the denominations chiefly represented being Anglican, Methodist, Presbyterian and Catholic.

So it will be seen that life in the school is a busy active life, very different from what the imagination often pictures, and altogether the reverse of that which the blind child or youth is condemned to pass at home. It may safely be affirmed that, allowing for all the defects incidental to their various conditions, and often the lack of an early training, it would be hard to find any body of young people in this province more happy, lively, intelligent and self-respecting than the pupils of the Ontario School for the Blind.

Domestic Arrangements

The ground floor is devoted to class-rooms, business offices, reception room, etc., etc. On the floor above are teachers' sitting-rooms, pupils' sitting-rooms, and club-rooms, practice rooms and library. On the third floor is the large Assembly Hall, with its comfortable opera chairs, its fine pipe organ, and a commodious stage. On the same floor is also the hospital, elaborately equipped, in charge of a well-qualified trained nurse, whose duty it is to take care of those who are sick. In the rear annex are the dining-rooms, domestics' quarters, kitchen, store-rooms and bakery, while beyond these again are the engine-rooms and laundry. The boys' and girls' dormitories are on opposite sides of the main building. In these are to be found the very latest appliances. There are twenty-two rooms in each building for the pupils, each provided with three beds, three clothes closets, and one bureau with three large and three small drawers. The doors are numbered in brass tack point print. Besides the two stories on which the sleeping rooms are located, there are a basement and an attic, with rooms for storage, and every precaution has been used to make the buildings fireproof. In the basement are two large rooms fitted up with shower baths and tub baths, while on the bedroom floors there are several wash-rooms and lavatories which would be a credit to the finest hotel on the continent.

The manual training room is a large separate building, as is also the building where piano-tuning is taught. At a short distance from the main building are

the houses of the Superintendent and Bursar. The engineer occupies the lodge house at one of the entrances to the grounds. With two or three exceptions the officers reside on the premises. The general management devolves upon the Superintendent, while the Bursar attends to all financial matters and the purchasing of supplies. The Matron has entire charge of the domestic departments. In addition to the trained nurse there are also two thoroughly competent nurses, one for the boys and one for the girls, whose duties are to look after the clothing and to report to the head nurse, if necessary, any cases of illness which should go to the hospital.

The dietary is a very generous one, quite equal to that of any high-class boarding school, if not superior to most. The pupils have a hot dinner daily, with dessert and as great a variety as can be desired. At the same time the pampering of the appetite is discouraged, and pupils so indulged, as is often the case at home, soon learn to enjoy the plain but plentiful and wholesome provision made for them. Watchfulness over the pupils' health and prompt treatment in case of sickness are further secured by a daily visit from the school physician, and once a year at least a well-qualified eye specialist makes an examination of all the pupils' eyes. In addition to this, a thoroughly competent dentist takes care of the teeth of every pupil attending the school.

Correspondence

Pupils may correspond with their friends as often as they please, and once a month it is obligatory on them to do so. On that occasion the postage is provided by the school. All letters received for pupils are supposed to be opened by the Superintendent and handed by him to the respective officers on duty to be read to the receivers. The strictest confidence is observed in regard to the contents of such letters. Money remitted for pupils is placed in the hands of the Bursar, and it can be drawn out when required. This method avoids the risk of money being dropped or lost, with the disagreeable results such accidents are likely to entail.

Vacation

The regular annual session commences on the fourth Wednesday in September, and continues until the third Wednesday in June. Previous to the summer vacation all parents or guardians are notified of the place and hour at which the pupil may be expected to arrive. A similar notice is sent when the pupils re-assemble. A guide usually accompanies every party of pupils to their destination. The railway companies grant special rates for the round trip on very liberal terms. It is cause for profound satisfaction that since the school's existence no accident attended with bodily injury has ever befallen a travelling pupil. The care taken by the guides and the very kind and thoughtful attention of the railway officials, who take a friendly interest at all times in the blind traveller, have conducted doubtless to their immunity from harm and danger.

Visitors

Visitors desirous of inspecting the work and methods of the school are welcomed at any time during school hours, and conducted through the building by an attendant. Saturdays and Sundays, however, are closed days. Pupils' friends and relatives are entitled to visit them when they please, but the school cannot undertake to provide accommodation for parents whose homes are at a distance.

Inspection and Control

The school is under the direct supervision of the Minister of Education. To him, as the representative of the Government, all the officials are strictly responsible. It is the wish of all connected with the school that everything should be done to enhance the comfort and happiness or aid the progress of the pupils, and thus strengthen the school in the confidence of the public. All applications for admission, or information, should be addressed to The Superintendent, Ontario School for the Blind, Brantford.

Date of School Opening

The term will re-open Wednesday, September 28th, of this year (1921), and the attention of the parents is drawn to the fact that pupils should not be permitted to return to the school without an adequate supply of clothing. It is not to be expected that sturdy boys and girls can go through the school year from September to June with only one suit of clothes and one pair of boots.

The following list is intended to draw attention to the articles of clothing needed, and it is also urged that each article be *plainly marked* so that there will be no danger of loss in the laundry:

Girls' List

All articles to be marked with name, and all to be in good condition.

- | | |
|-------------------------------------|------------------------------|
| 4 Middies. | 2 Pairs of shoes. |
| 2 Skirts, dark and of good quality. | 1 Cap. |
| 1 Sunday dress. | 1 Pair of gloves for winter. |
| 3 Undervests. | Comb and brush. |
| 3 Pairs of drawers. | Tooth brush. |
| 2 Dark petticoats. | Kimona. |
| 1 Light petticoat. | 6 Handkerchiefs. |
| 3 Night dresses. | Slippers. |
| 3 Pairs of stockings. | Extra shoe laces. |
| 1 Pair rubbers. | |

Boys' List

All articles to be marked with name, and all to be in good condition.

- | | |
|--|--------------------|
| 1 Suit for Sunday. | 2 Night shirts. |
| 2 Extra pairs of pants. | Suspenders. |
| 1 Overcoat. | 1 Pair of mittens. |
| 2 Light blouses (to be made with collar and waist band). | Neckties. |
| 2 Dark blouses. | 6 Handkerchiefs. |
| 3 Suits of underwear. | 1 Tooth brush. |
| 6 Pairs of stockings or socks. | 1 Comb and brush. |
| 2 Pairs of hoots. | 2 Caps. |
| 1 Pair of rubbers. | 2 Wash cloths. |
| 2 Sweater coats. | Extra shoe laces. |

PHYSICIAN'S REPORT

HON. R. H. GRANT, M.P.P.,

Minister of Education for Ontario.

SIR,—I beg to forward my report as Physician of the Ontario School for the Blind for the year ending October 31st, 1920.

From a health standpoint the session was a very serious one. Not only was there a great deal of sickness, but it is my sad duty to report two deaths. On

February 14th, 1920, Miss Gilbert died of pneumonia. She was an unusually fine type of womanhood. She was a most highly-respected officer in the school, and loved by many old friends in this city, where she had spent her life.

On June 11th, 1920, a female pupil died of meningitis, completing an attack of measles.

During the year we had to deal with a great many cases of contagious diseases. The cases occurred as follows:—

Scarlet fever, 3 patients; chicken-pox, 4 patients; mumps, 24 patients; pneumonia, 5 patients; erysipelas, 1 patient. The scarlet fever patients were transferred to Brantford General Hospital. The other cases were cared for in our own well-equipped hospital wards.

It is quite apparent that a great deal of good work was carried on.

During the year our competent professional nurse, Miss Wright, had under her charge, in addition to innumerable minor cases, 148 bed patients. Number of days spent in hospital, 1,206, or an average for each patient of 8.11 days.

I wish to again express my appreciation to your Department for installing in the school a proper hospital under the charge of a professional nurse.

I have the honour to be,

Sir,

Your obedient servant,

J. A. MARQUIS.

Brantford, November 1st, 1920.

REPORT ON MUSICAL INSTRUCTION

TO THE HONOURABLE R. H. GRANT,
Minister of Education.

SIR.—I have the honour to submit the results of my examination of the musical work accomplished at the Ontario School for the Blind during the past year.

The examinations in practical knowledge were conducted on June 1st and 2nd, and the theoretical papers on June 5th.

The practical subjects included piano, organ, violin playing, singing and voice culture, choral class work, piano and harmonium tuning.

The theoretical subjects were: Rudiments, four-part harmony, two-part counterpoint, elementary form and history.

The students' work at the piano was generally very good. Several students displayed natural ability quite beyond the average. These should become good teachers and artistic performers.

Miss Killmaster and her assistants, Miss Harrington and Miss Smyth, are deserving of high praise for their work in this important branch of musical study.

I would recommend that particular attention be given to touch and technique in all grades of piano teaching. In the intermediate piano examination one pupil gained honours and two passed. In the junior class, one gained first-class honours and one passed.

In the primary class, of four pupils examined, three passed and one obtained honours.

In the elementary class, three were examined, and, of these, two passed.

Two advanced students, who are in the progressive stage, performed admirably.

These, with further study and careful preparation, should be able to reach the licentiate standard.

In organ playing, the one candidate who was presented gained honours.

In violin playing, one pupil passed in the intermediate class.

Singing and Voice Culture.—A steady upward movement is going on in this department, not only in singing and tone quality, but in the highly important matters of pronunciation and enunciation. Of five pupils examined, three obtained honours, one passed and one just failed to reach the high standard of the intermediate division.

The school choral class is one of which any institution may feel proud. I listened with infinite pleasure to their singing of glees and part songs, accompanied and unaccompanied.

The quality of tone in soprano, alto, tenor and bass parts was uniformly good, the attack was keen, and the diction correct and clear.

These satisfactory results are due to the painstaking artistic teaching of Miss Killmaster, whose personal and musical influence is being felt more and more.

I was particularly struck with the reverent demeanour and refined hymn singing of the whole school at the morning prayer service, conducted by the Principal, Mr. W. B. Race.

Piano and Harmonium Tuning.—This class is in a very flourishing condition under the able guidance of Mr. Ansell.

Among this class of fourteen students are several who are quite expert at piano-tuning.

All the instruments in the school are now tuned and regulated from the tuning department.

A number of graduates of the O.S.B. have obtained well-paid appointments with large manufacturing firms of Toronto and elsewhere. One young man who went to China three years ago is doing good work there as a tuner.

Theory of Music.—Fourteen candidates were examined. In the senior division, two candidates were examined, and both obtained first-class honours.

In the intermediate class, one passed.

In the junior division, one obtained first-class honours and two passed.

In the higher classes the results were gratifying, but in the junior grade the work was uneven and somewhat disappointing.

I would suggest that the students be given one or two opportunities during the year of expressing themselves in a test examination in the simplest language possible, and not in the stereotyped language of a text-book.

The senior students should take up the study of three and four part counterpoint and other important periods of musical history.

In conclusion, I should like to offer congratulations to the Principal and to the Music Staff on the excellent work done during the past academic year.

I have the honour to be,

Sir,

Yours obediently,

ALBERT HAM.

Mus. Doc., F.R.C.O.

OCULIST'S REPORT

TO THE HONOURABLE R. H. GRANT,
Minister of Education.

SIR,—I have the honour to report the results of the examination of the pupils' eyes for the year, 1920.

Twenty-four new pupils, two more than last year, were examined—fourteen males and ten females.

A good many of the former pupils were examined, but as only slight changes were found, no particular comment is necessary.

Condition of Sight

	Males.	Females.	Total.
Without perception of light in either eye	1	1	2
Perception of light in one eye, none in the other.....	3	3	6
Perception of light in both eyes	3	2	5
Limited objective vision in one eye	2	2	4
Limited objective vision in both eyes	5	2	7
	14	10	24

From this table it may be seen that eleven of the twenty-four are so-called seeing pupils, but only four of these have sight enough to enable them to do much more than find their way about, and the disease causing the defective vision in one of the four is of an unavoidably progressive nature, which will only too soon put him in one of the other classes. All are unquestionably eligible to the school.

Diseases Causing Blindness

	Males.	Females.	Total.
Injury to one eye followed by sympathetic Ophthalmia in the other	2	2	4
Optic Atrophy	2	2	4
Glaucoma	1	2	3
Injury to both eyes	2	..	2
Microphthalmus	2	..	2
Undeveloped nerves	1	..	1
Retinitis Pigmentosa	1	..	1
Ophthalmia Neonatorum	1	..	1
Iridocyclitis	1	..	1
Aniridia	1	..	1
Cataract .....	..	1	1
Interstitial Keratitis .....	..	1	1
Symblepharon .....	..	1	1
Chorioiditis .....	..	1	1
	14	10	24

Seven of the twenty-four, just lacking one of thirty-three per cent., are blind from preventable causes. Four of these certainly might have been saved had the injured eye been removed in time to prevent sympathetic trouble in the other eye. While one would like to see the list free of Ophthalmia Neonatorum, only one case in twenty-four is a much better showing than was possible before the proper care of the eyes of the new-born was impressed on doctors, midwives and nurses. One of the cases of Optic Atrophy should probably be classed as preventable, as it was due to an injury to the head.

Very few acute conditions, or exacerbatons of old troubles in the eyes, required my attention during the year, as our nurse has now become sufficiently familiar with these troubles to be able to handle them pretty efficiently.

Respectfully submitted,

Brantford, December 22nd, 1920.

B. C. BELL.

LITERARY EXAMINER'S REPORT

TO THE HON. R. H. GRANT, M.P.P.,

Minister of Education for Ontario.

SIR,—Herewith I submit my report as Literary Examiner at the Ontario School for the Blind, for 1920.

Changes in Staff

Since my last visit Miss Middlemiss and Mr. Hickey have resigned. These have been replaced by Miss Lowry and Mr. Langan. Miss Patterson is acting as Kindergarten Directress temporarily.

Organization and Equipment

The high school classes are in charge of Mr. Cole and Miss Summerby, and the public school classes are in charge of Mr. Cole, Mr. Langan, and Misses Macguire, Moffit, Lowry and Patterson.

The old double desks have been replaced by modern single desks, much to the comfort of the pupils. The curriculum of study is essentially the same as that in the Lower School of the Collegiates and the Public Schools. Instruction is given in both New York point and Braille, with the object of using only the latter as the classes progress.

High School Classes

French.—Pupils were familiar with the grammar, and translated freely. Conversational French is used in instruction.

Geometry.—The class had taken twenty-six theorems, and knew the work well.

Algebra.—The pupils did good work on a test in H.C.F., G.C.M., factoring and problems.

Grammar.—Analysis, parsing and syntax had been carefully taught.

Spelling.—The pupils made an average of 80 per cent.

Physics.—This subject is well taught, and the pupils showed appreciation of the subject.

Reading.—The pupils read intelligently, and showed an improvement in expression.

History.—The class was examined particularly on the Government of Canada. They showed a good grasp of the subject.

Literature.—Selections from the reader had been studied, also Julius Cæsar. Blind pupils love literature, and become proficient.

Geography.—This subject is being presented in a very rational manner, and less attention is being paid to memory work.

The Public School Classes

Miss Patterson covers essentially the same work as primary classes in the Public Schools. The pupils learn to read Braille, to spell short words, to add and subtract. They also do weaving, sewing, folding, raffia and clay modelling work. The class was generally proficient, except two pupils, who had not been in attendance all year.

Miss Lowry continues this work somewhat beyond First Book classes of the Public Schools. The pupils read and spelled well. In Arithmetic they did correct work in addition and subtraction, and in simple problems. Several memory gems had been learned. Pupils learn to write Braille.

Miss Macquire takes First and Second Book work along with some History, Hygiene and Nature. These classes are well up in Reading, Spelling, Writing, Arithmetic and Geography. Some good work in Oral Composition was given. The classes are very proficient in History and Hygiene.

Miss Moffit's class covers the Public School course of Second Book and part of the Third Book. This class was generally proficient except in case of two pupils who had been ill for some time.

Probably the best point about this class is its ability to think. The Reading, Spelling, Arithmetic, Geography and History being particularly good. A good start in Grammar and Composition is made in this form.

Mr. Langan has a class covering a Third Book course, and while he is new to this class of teaching, he displays signs of adaptability and success. The pupils did particularly well in Reading, Writing, Arithmetic and Hygiene, while the work in Spelling, History and Grammar were creditable.

Mr. Cole and *Miss Summerby* take the Fourth Book work, and the class was well advanced in Entrance work. It is hardly necessary to mention any subject in particular, as the class gave evidence of being well taught and of having taken interest in the work.

Manual Training Work

Mr. Donkin has the manual training broom-making, chair-caning and reed work all in one building. The usual interest and activity is seen here, and some fine specimens of work were on exhibit. *Mr. Donkin* has invented a saw guide which renders accurate work on the part of the pupils much easier.

Miss Haycock instructs the girls in knitting and crocheting, and many fine specimens of work were to be seen. The number and variety of articles on exhibit was not as numerous as in former years owing to the unusual price of materials.

Miss Cooper gives the girls a practical knowledge of sewing and cooking which must be of much practical value to them.

Miss Burden has a class of girls in typewriting. These girls have acquired great speed and accuracy, and should succeed at office work. The dictaphone was not in working order, and hence I was unable to see them use it.

General Remarks

- (1) The organization and classification is much the best I have yet seen.
- (2) The teachers are interested and active in their work, and are gradually covering more ground each year.
- (3) The new seats for the pupils and desks for the teachers were much needed, and look more like the equipment of a modern school.
- (4) The greatest improvement I see is that pupils are taught to think rather than to remember.

I have the honour to be,

Sir. •

Your obedient servant,

E. E. C. KILMER.

Brantford, June 5th, 1920.

The Convention in Baltimore

In Baltimore, in June of this year, the Biennial Convention of American Instructors of the Blind was held, at which there were representatives from Schools for the Blind from all parts of America, as well as a few from beyond the sea.

Mr. Erie Harilsted, Teacher in the School for the Blind, Christiana, Norway, had spent much of the preceding year visiting the various schools of the United States, and was full of enthusiasm over what he had seen. He gave many interesting comparisons of the work in this country and in Norway, stating, among other things, that they had no workshops for the Blind in Norway, as they are to be found in England, Germany, America and even Sweden, for two reasons: In the past, lack of money; and, in the present, lack of desire, as the workshop idea is "a passed stage in the evolution." In the main, the work there, though handicapped by smaller funds, is along the same lines and with the same ideals.

Madam Vanderkoff, Librarian for the Blind in Amsterdam, Holland, did not give a formal paper, but spoke extempore in excellent English, with just enough of an accent to be charming. She, too, emphasized the comparatively lavish expenditure of money on this side of the Atlantic. She said that they had to make their choice of books with much care, because all their books had to be made by hand. The greatest resource they had was the fine library of five thousand volumes at The Hague, from which they received every six or eight weeks collections of books. But she hoped that there were better things ahead "in the very few first years."

The third foreigner, Dr. Max Herz, of Austria, gave the convention a thrill by presenting them with two splendid inventions of his own, just perfected after years of labour. The first was comparatively simple, a new method for embossing. By this plan he cuts holes entirely through a metal plate, these holes corresponding to the respective characters of the Braille letter. A sort of putty or paste made, he says, of porcelain dust, is then applied on this plate, and it adheres to the sheet or paper directly under the respective holes, and, when lifted off, the paper contains the Braille characters in a rounded form, and, when dried, adheres very closely to the paper. He is able to print on both sides of the paper by this process, and to use the thinnest kind of paper, and if his method does work it will mean a very great cheapening in the cost of paper, since a so much lighter weight of paper can be used. The main trouble in regard to this process seems to be the inability to print at a high rate of speed.

Dr. Herz's other device is called his typophone, by which he hopes that the blind may be able to read by sound. He has developed a series of dots representing the letters of the alphabet, somewhat on the principle of the Morse telegraph, but instead of having its dots and dashes, it has dots, double dots, and quadruple dots. He claims that the quadruple dot give a sort of a burring sound, which he thinks the blind can distinguish when the ear has been sufficiently trained from the double dot. A disc is made containing these characters, and when this disc is placed on his little instrument, known as the "typophone," the reader turns the disc with his finger as rapidly or as slowly as he pleases, and through a needle and a sounding box these sounds are given back to the ear.

It may be asked how does this differ from the phonograph? And why not use a phonograph instead? In the phonograph a wax disc is made, the actual sound waves of the voice being recorded in this disc, but a great deal of space is required on the disc to record this sound. By Dr. Herz's method, the dots, double dots and

quadruple dots are made from the corresponding number of holes being cut through a little strip of paper tape. This tape is then applied to a machine he has devised which indents these dots on to the wax disc in very compact form. After the wax disc has been made, the principle of making the fibre discs from it is the same as in the phonograph. A master metal disc is cast from this wax disc and from this master metal disc the fibre discs are cast. The typophone can be constructed at a cost of ten to fifteen dollars, so it will not be an impossibly expensive matter for each of the blind readers to have one of these little instruments in his home. It is presumed that these discs can be made very cheaply and that the reader can either buy them outright or they can be loaned by libraries just as books are loaned. It is not claimed that this can ever take the place of Braille books for reading, but that it can be made possible for many to read by sound who seem not to be able to read by touch.

Dr. Samuel P. Hayes, Professor of Psychology, Mount Holyoke College, and Director of Research in several schools for the Blind, gave some conclusions he had arrived at as a result of his experiments. Speaking first of the manifest unfairness of the usual written examination, he made inquiry as to the possibility of more exact and fair means of measuring of ability. In testing 450 blind children he found that their spelling of ordinary words averaged rather above that of seeing children of their own age, but that in dictionary tests they fell well below. As Dr. Allen pointed out later on in his excellent report, this is natural, as their chief acquaintance with words is through the ear, which sense is not constantly teaching them their forms as the eye is. In Grammar he found the general average quite creditable, but in written composition four years retarded, and in arithmetic also much below standard. These definite returns were not very flattering, but there was much that was hopeful. His hearers felt stimulated to think for themselves how best they could make use of the suggestive material he placed in their hands. One felt that here was a science in the making and one that may be of incalculable benefit in the work of education.

Mr. McManaway, of Virginia, in discussion laid emphasis on the practical use of these tests to superintendent, to teacher and to pupil. It is useful in weeding out the feeble-minded pupils, in giving definiteness to the aims of the teacher, and in directing education along the right lines for the individual. When the results are not flattering he will look for the cause, and try to remedy the wrong.

Mr. Charles A. Hamilton, of Batavia, gave a paper on what our graduates do, showing the advantages and disadvantages of the various occupations open to the blind, and while he emphasized the necessity of each being taught some trade or profession, he glowed with the praise of a liberal education in enriching one's mind and broadening one's life. Perhaps even more than to the normal person a liberal culture is of inestimable value to one shut up in the prison of blindness. "For such a person there is nothing so efficacious as a liberally trained mind to transmute the black lead of despair into the gleaming gold of hope and the shining silver of contentment."

Mr. Chapple, of North Dakota, dealt with the problem of the feeble-minded blind child. Since the presence of such children is very detrimental to the work of the school, retarding the progress of normal blind children, lowering their standards and ideals, and injuring their status in the eyes of the world, such unfortunates should be placed in homes for the feeble-minded. As these homes, however, often refuse to accept the feeble-minded who are also blind, it behooves

all schools to agree on a policy and then to push it to completion. The scheme which seemed to promise best was that of establishing a special cottage for the blind in each asylum for the feeble-minded.

Mrs. Winifred Hathaway spoke eloquently on the subject of sight conservation classes in public schools. A boy is brought up before the juvenile court on various charges—he is idle, mischievous, sullen, a truant, etc., the judge sentences him to a visit to an oculist who finds his sight very defective. He is placed in a sight conservation class where ideal conditions of seating and lighting prevail, and, fitted with the proper glasses, soon becomes a happy progressive pupil. He takes all oral work, gymnastics, etc., in the regular class-rooms, and thus is not separated from his normal playmates, but at the same time the eyesight he has is carefully used and just as carefully guarded by the frequent visits to a skilful oculist.

Summing up, the speaker stated that the eyes of every child should be examined at the time he entered school and once a year thereafter during his school life, that eye clinics should be established in public schools, that proper lighting and seating conditions would do much to prevent deterioration in sight, that individual towels check the spread of communicable eye diseases, that teachers should be instructed in simple eye hygiene and should interest their pupils in the same, and that adequate medical inspection and nursing service will accomplish wonders in preventing handicaps.

Mr. McAloney, of Pittsburg, while declaring that the problem of conservation of vision classes is primarily one for the public school, and that such classes should be established in every city or town where there are six or more partially sighted children, claimed that residential schools must take it up when these places failed to do so, or when such children belonged to rural districts. His school is the only one so far equipped with such a class, and he claimed that it had proved a great success, since the child, instead of being held back with those even more handicapped than he, can make use of what sight he has to the best possible advantage.

Two speakers laid great emphasis on the value of dramatics in the education of the blind, and their opinion was endorsed by Mr. Allen, of Perkins. The blind child assumes a listening attitude which often becomes almost the antithesis of the attitude of a seeing child, and if he has a little vision, the effort to see will produce a twist of the face and the head very abnormal, especially as he is cut off from imitation of the movements of others. One of the objects of the teacher of dramatics is to free him from these handicaps and to give his face and body natural grace of expression and movement. But, even more, the interest in and familiarity with the great authors is an invaluable aid in the general culture of the mind. All children love to act, and this natural inclination can be made extremely effective.

III.—Nationality

	No.		No.
American	1	Indian	3
Austrian	1	Irish	9
Canadian	62	Italian	2
English	35	Polish	5
Finlander	1	Russian	2
French	4	Scotch	7
German	2		
Hebrew	1	Total	136
Icelandic	1		

IV.—Denomination of Parents

	No.		No.
Aoglican	36	Methodist	35
Baptist	6	Presbyterian	26
Christadelphian	1	Roman Catholic	24
Christian Science	1	Salvationist	1
Congregational	1		
Hebrew	1	Total	136
Lutheran	4		

V.—Occupation of Parents

	No.		No.
Accountant	1	Manufacturer	1
Barbers	3	Merchants	4
Book-keepers	2	Miller	1
Bricklayer	1	Miner	1
Cabinet-maker	2	Painter	1
Carpenters	5	Pedlar	1
Clergyman	1	Police Magistrate	1
Clerks	4	Policeman	1
Confectioner	1	Railway Employees	3
Craneman	1	Salesmen	2
Dentist	1	Sawyer	1
Electrician	1	Schoemaker	1
Farmers	25	Soldiers	3
Fireman	1	Stove Mounter	1
Foreman	2	Trader	1
Gardeners	3	Traveller	1
Hotel Man	1	Teamsters	2
Hunter	1	Tinsmith	1
Iron Worker	1	Tuner	1
Janitor	1	Weaver	1
Jeweller	1	Unknown	14
Journalist	1		
Labourers	30	Total	136
Machinists	3		

VI.—Cities and Counties from which pupils were received during the official year ending 31st October, 1920

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Addington.....	1	....	1	County of Oxford	1	1	1
District of Algoma	1	1	1	" Perth.....	1	1	1
City of Belleville	1	1	1	" Peel.....	2	1	3
City of Brantford	3	3	3	City of Peterboro	2	1	3
County of Bruce.....	1	1	1	District of Rainy River	1	1	1
" Frontenac	1	1	1	County of Renfrew.....	2	....	2
" Glengarry	1	1	1	" Russell	2	2	2
" Grenville	1	....	1	City of St. Thomas.....	1	....	1
City of Guelph.....	1	1	1	County of Simcoe	3	....	3
City of Hamilton	2	2	3	City of Toronto	15	8	23
County of Haldimand.....	2	....	2	District of Thunder Bay.....	1	....	1
" Haliburton	1	....	1	County of Waterloo.....	1	....	1
" Huron	3	1	4	" Welland.....	1	1	1
" Kent	1	....	1	" Wellington.....	1	....	1
City of Kingston.....	1	....	1	" Wentworth.....	1	....	1
County of Lambton	1	1	1	" York	1	1	2
" Leeds	3	1	4	Alberta.....	4	3	7
City of London	2	1	3	British Columbia	5	2	7
District of Muskoka.....	1	1	2	Manitoba	13	9	22
District of Nipissing	3	3	6	Saskatchewan	6	3	9
County of Norfolk.....	....	1	1				
County of Ontario	1	1	2	Total	81	55	136
City of Ottawa.....	1	1	2				

VII.—Cities and Counties from which pupils were received from the opening of the School until 31st October, 1920

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Addington	1	....	1	County of Haliburton.....	2	....	2
District of Algoma	10	6	16	" Halton	7	3	10
City of Belleville	4	1	5	City of Hamilton... ..	24	23	47
County of Brant	10	8	18	County of Hastings.....	6	6	12
City of Brantford	17	14	31	" Huron	15	13	28
County of Bruce.....	10	12	22	City of Kingston.....	8	4	12
" Carleton	2	2	4	County of Kent.....	11	8	19
" Dufferin.....	2	1	3	" Lambton	20	8	28
" Dundas	3	3	6	" Leeds	17	5	22
" Durham.....	4	4	8	" Lanark	4	4	8
" Elgin.....	7	6	13	" Lennox.....	4	1	5
" Essex.....	15	22	37	" Lincoln	3	3	6
" Frontenac	5	4	9	City of London.....	14	11	25
" Glengarry	8	2	10	County of Middlesex	10	13	23
" Grenville	3	2	5	District of Muskoka	4	3	7
" Grey	11	12	23	County of Norfolk.....	11	10	21
City of Guelph.....	4	5	9	City of Niagara Falls .....	....	1	1
County of Haldimand.....	6	5	11	District of Nipissing ..	10	8	18

VII.—Cities and Counties from which pupils were received from the opening of the School until 31st October, 1920—Concluded

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Northumberland	6	9	15	County of Stormont	5	2	7
" Ontario	9	14	23	City of Toronto	89	58	147
City of Ottawa	24	7	31	District of Thunder Bay	1	...	1
County of Oxford	8	13	21	County of Victoria	9	2	11
District of Parry Sound	3	...	3	" Waterloo	13	6	19
County of Peel	4	2	6	" Welland	9	6	15
" Perth	5	11	16	" Wellington	11	8	19
" Peterborough	15	7	22	" Wentworth	10	11	21
" Prince Edward	7	2	9	" York	21	17	38
" Prescott	2	2	4	Province of Quebec	5	1	6
" Renfrew	9	6	15	Alberta	9	6	15
" Russell	6	3	9	British Columbia	11	2	13
District of Rainy River	1	1	2	Manitoba	19	16	35
City of St. Catharines	3	2	5	Saskatchewan	11	9	20
" St. Thomas	4	2	6	United States	1	1	2
" Stratford	3	1	4				
County of Simcoe	13	11	24				
					638	471	1,109

VIII.—Cities and Counties from which pupils were received who were in residence on 31st October, 1920

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Addington	1	...	1	County of Perth	1	1	2
District of Algoma	1	1	2	" Peterboro'	1	1	2
City of Brantford	3	3	6	" Renfrew	2	...	2
County of Bruce	1	...	1	" Russell	2	2	4
" Frontenac	1	1	2	" Simcoe	2	...	2
" Glengarry	1	1	2	City of St. Thomas	1	...	1
" Grenville	1	...	1	" Toronto	10	6	16
City of Hamilton	1	2	3	County of Waterloo	1	...	1
County of Haldimand	2	...	2	" Welland	1	1	2
" Huron	1	1	2	" Wellington	1	...	1
" Kent	1	...	1	" Wentworth	1	...	1
County of Leeds	3	...	3	" York	1	1	2
City of London	2	1	3	Alberta	4	3	7
District of Muskoka	1	...	1	British Columbia	6	2	8
" Nipissing	3	3	6	Manitoba	8	9	17
County of Ontario	1	1	2	Saskatchewan	5	2	7
City of Ottawa	1	1	2				
County of Peel	1	...	1	Totals	63	43	106

MAINTENANCE EXPENDITURE FOR THE YEAR ENDING OCTOBER 31st, 1920.
COMPARED WITH THE PREVIOUS YEAR

Service	Expenditure Year ending October 31st, 1919	Expenditure Year ending October 31st, 1920
	\$ c.	\$ c.
Medicine and Medical Comforts.....	214 81	307 60
Groceries and Provisions.....	9,499 99	11,973 49
Bedding Clothing and Shoes	491 38	220 35
Fuel, Light and Power	8,377 58	12,274 26
Laundry Soap and Cleaning	500 84	595 33
Furniture and Furnishings.....	882 11	1,043 76
Farm and Garden.....	1,492 58	1,450 11
Repairs and Alterations	2,148 48	1,115 17
Advertising and Printing	771 46	727 10
Books, Apparatus and Appliances	1,643 69	1,114 86
Pupils' Sittings in Churches	200 00	200 00
Y.M.C.A. Memberships.....	100 00	100 00
Rent of Hydrants	160 00	160 00
Water Supply.....	543 27	591 72
Inspection of Literary and Musical Classes.....	200 00	200 00
Oculist—Care of Eyes	252 00	150 00
Dental Inspection—Care of Teeth.....	212 00	136 00
Musical Instruments, including Typewriters.....	287 90	663 00
Repairs to Pianos and Organs.....	66 55	57 31
Hardware, Paints and Oils.....	646 15	589 44
Workshop—Tools and Material.....	718 63	1,506 83
Engineer's Supplies	393 13	510 89
Models and Outfits	73 99	169 67
Unenumerated	2,118 28	2,279 56
Salaries	34,487 90	44,864 86
Dictaphone	391 39	.....
	66,874 71	83,001 31

Our Expenditure for the year ending October 31st, 1919 \$83,001 31
 Returned to the Department in the way of Casual Revenue..... 12,039 42

Actual cost of maintenance 70,961 98

Average attendance 108

Average per capita cost per year..... \$657 08

Certified correct,

G. H. RYERSON,
Bursar.

October 31st, 1920.

